

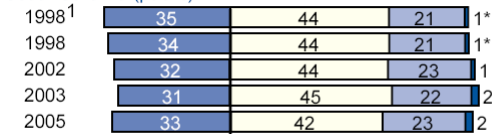
The National Assessment of Educational Progress (NAEP) assesses reading in three content areas: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for South Carolina

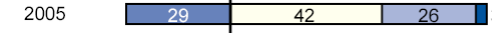
- In 2005, the average scale score for eighth-grade students in South Carolina was 257. This was not significantly different from¹ their average score in 2003 (258), and was not significantly different from their average score in 1998 (255).
- South Carolina's average score (257) in 2005 was lower than that of the Nation's public schools (260).
- Of the 52 states and other jurisdictions² that participated in the 2005 eighth-grade assessment, students' average scale scores in South Carolina were higher than those in 8 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 33 jurisdictions.
- The percentage of students in South Carolina who performed at or above the NAEP *Proficient* level was 25 percent in 2005. This percentage was not significantly different from that in 2003 (24 percent), and was not significantly different from that in 1998 (22 percent).
- The percentage of students in South Carolina who performed at or above the NAEP *Basic* level was 67 percent in 2005. This percentage was not significantly different from that in 2003 (69 percent), and was not significantly different from that in 1998 (66 percent).

Student Percentage at NAEP Achievement Levels

South Carolina (public)



Nation (public)



Percent below Basic Percent at Basic, Proficient, and Advanced

Below Basic Basic Proficient Advanced

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.

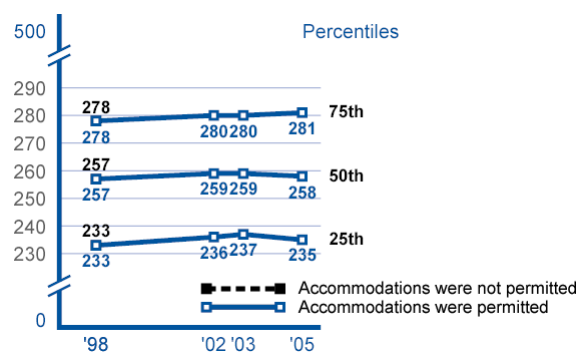
Performance of NAEP Reporting Groups in South Carolina

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	48	252	39	61	20	1
Female	52	262	28	72	29	3
White	58	267	22	78	34	3
Black	38	242	50	50	11	#
Hispanic	2	‡	‡	‡	‡	‡
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	48	246	45	55	13	1
Not eligible for free/reduced-price school lunch	52	268	21	79	35	3

Average Score Gaps Between Selected Groups

- In 2005, male students in South Carolina had an average score that was lower than that of female students by 10 points. In 1998, the average score for male students was lower than that of female students by 9 points.
- In 2005, Black students had an average score that was lower than that of White students by 24 points. In 1998, the average score for Black students was lower than that of White students by 25 points.
- Data are not reported for Hispanic students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 22 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 26 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points.

Reading Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (4% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1998–2005 Reading Assessments.